

Termly Data Analysis Report

DEP Framework

Reading, Writing and Number

At Dame Ellen Pinsent, we use data to **IMPROVE** teaching and learning performance

NOT to **PROVE** it!

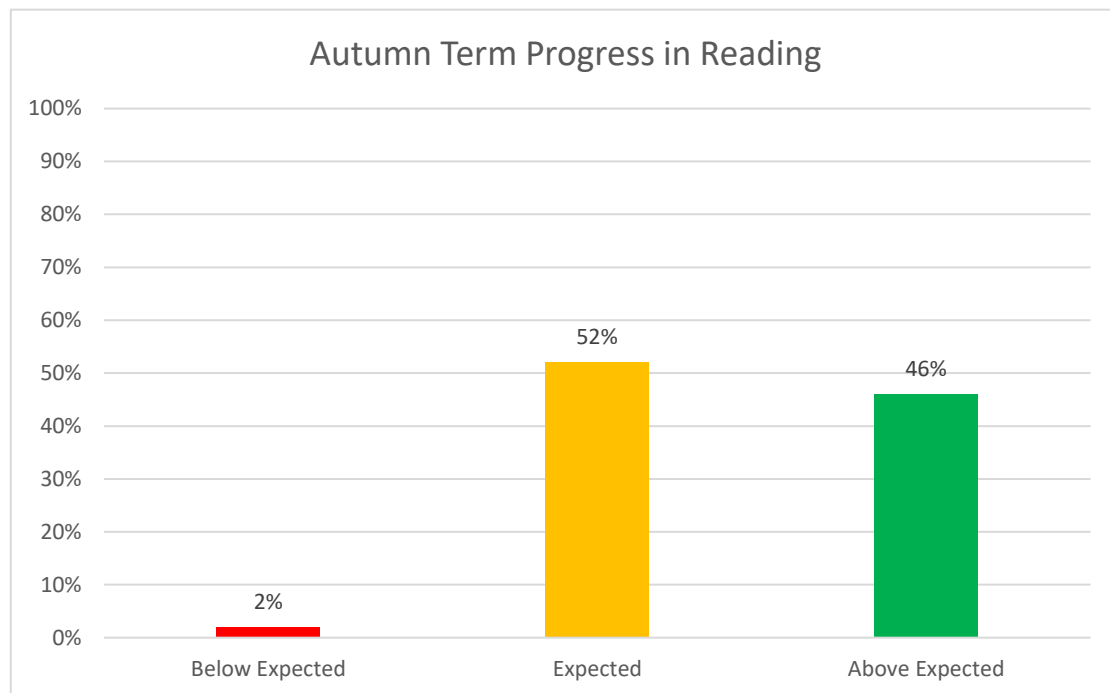


Autumn Term 2023-24

Kate Gray – Assessment Lead

Autumn Term Progress Analysis

Reading



Highlights

- * 98% of children are working at Expected or Above in Reading this term.
- * 100% of children working within the DEP Framework at the End of KS1 are working at Expected and Above in Reading this term. 78% of these children were working within the Early Skills Framework or were assessed against Development Matters last academic year.
- * 100% of children working within the DEP Framework at the End of KS2 are working at Expected and Above in Reading this term. 41% of these children are working at Above Expected for Reading in the Autumn Term and are all within our Woodlands Pathway.
- * The 2% of children working at Below Expected equates to two children. One child moved onto the DEP Framework at the start of the academic year and the other child was assessed on the Development Matters Framework last year due to his age and stage.
- * All children are working within the RWI Scheme across the school. Some children are working on Attention Autism and Attention Autism Phonics, many children are using Word Time 1-7 to develop their phonological knowledge and blending skills and many children are within the storybook stage of the Scheme. For those children that have completed the Scheme, they are working on personalised Comprehension tasks and independently using their reading skills to develop their understanding.
- * Staff confidence has grown and many staff have been upskilled through the use of whole school inset days and twilight sessions.
- * English Drop ins have been successful and support has been given through Team Teaching with staff, working alongside others and time during planning sessions.
- * The new school library has been a real positive for all children. It is used by each class on a weekly basis and is used to support 1:1 reading sessions and to promote a love of reading. This has given classes a quiet space to spend quality time looking at books and developing reading for all children regardless of Pathway, SEN or cognitive ability level.

- * Interventions have taken place this term for 5 children within reading. All of the children are now working at Expected progress at the Autumn Term data point.

Areas for Development

- * Continuing to develop staff confidence in the delivery of the RWI Scheme across the school to meet the needs of all children.
- * Phonics Assessments and how the information is collecting – does this give a true reflection of the children's development.
- * Staff have developed their confidence and delivery within the Word Time element of the RWI Scheme. We will now focus on supporting staff to correctly deliver the Storybooks element of the Scheme through the Spring Term Drop ins.
- * A proportion of children across the Seedlings and Orchard Pathway are working on the relevant stages of Attention Autism – we need to develop a way of capturing their progress within this intervention.

Next Steps for the Spring Term

- * Development of new Assessment sheets to ensure progress can be recorded and judgements are robust.
- * Whole School Inset day on 24th January – RWI will feature throughout the day.
- * Developing a system to capture the progress of the children working on the stages of Attention Autism.
- * English Drop ins will continue in Spring 1 and support will be given to those areas that are needed.
- * Reading interventions will continue for identified children next term – these children have been identified through the use of RAW data and class data stories.

Data Story comments from Teachers

Highlights

- * Use of the library at 1:1 reading time has enabled a quieter environment and quality 1:1 time with a book to promote love of reading and develop reading fluency and phonics skills.
- * The impact of children reading at home supports the learning and progress in school.
- * Word time has had a huge impact on the development of blending skills enabling children to read.
- * Improvement in staff confidence at the end of the term due to training and drop in/team teaching support.
- * Intensive Interaction is supporting the progress of children and allowing them to attend and focus on a wider range of learning activities.
- * Use of symbols to support reading and understanding
- * Attention Autism phonics is supporting children to engage and develop their phonics knowledge.
- * Use of sensory resources to support the area of reading for children with more complex needs
- * Use of phonics songs to engage the harder to reach children
- * Use of colourful semantics to support the understanding and sentence structures when reading.

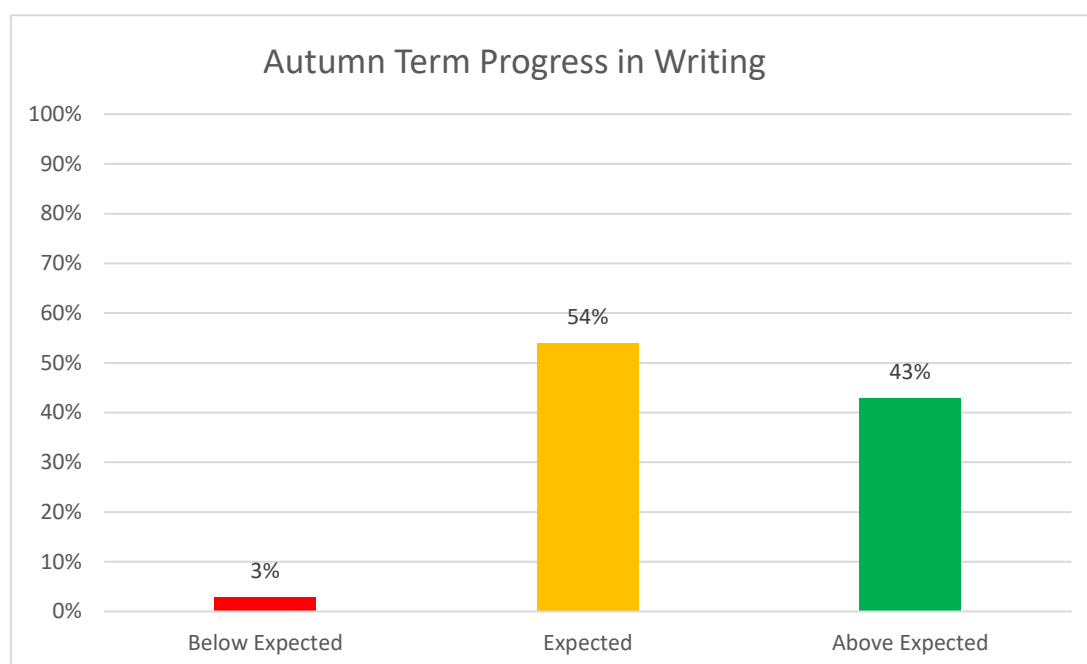
Barriers

- * Children who read well can struggle with comprehension and answering questions about what they have read.

- * How to assess children who can clearly read or have phonics knowledge but are pre-verbal.
- * Children who struggle to attend, engage and focus during phonics/reading activities.
- * Distractions in the environment and the need to provide more 1:1 space.

Autumn Term Progress Analysis

Writing



Highlights

- * 97% of children are working at Expected or Above in Writing this term.
- * 100% of children working within the DEP Framework at the End of KS1 are working at Expected and Above in Writing this term. 78% of these children were working within the Early Skills Framework or were assessed against Development Matters last academic year.
- * 100% of children working within the DEP Framework at the End of KS2 are working at Expected and Above in Writing this term. 33% of these children are working at Above Expected in Writing at the end of the Autumn Term and are all within our Woodlands Pathway.
- * The 3% of children working at Below Expected equates to three children. Two of the children were working within Development Matters or the Early Skills Framework last academic year. One child has received 1:1 weekly English intervention this term. One child has very low attendance due to illness and hospital admissions.
- * The use of the Whole School Topic and thematic approach has supported the coverage of genres and narratives to ensure the children engage fully in writing with a purpose.
- * Write Dance is an intervention that is used across the Seedling and Orchard Pathway on a weekly basis. This is working to develop the fine motor control and early literacy skills of the children.
- * Talk 4 Writing continues to be developed across the Woodlands Pathway and has been used with the Whole School Topic books that have been used across all classes. Experienced teachers have supported less confident teachers with this intervention through sharing resources and planning.
- * Independent writing at the beginning of each half term has ensured we capture the progress overtime.
- * All children are part of the Theralympics Programme to further develop their fine motor skills and control outside of the more formal Writing, Literacy and Learning and Problem Solving sessions.
- * Interventions have taken place this term for 5 children within Writing. All of the children are now working at Expected or Above Expected progress at the Autumn Term data point.

Areas for Development

- * Further development of a consistent approach to Write Dance
- * Further development of a consistent approach to Talk 4 Writing

Next Steps for the Spring Term

- * Whole School inset day on 24th January – Pathway sessions will focus on Write dance and Talk 4 Writing to upskill and develop further confidence of staff.
- * English Drop ins during Spring 1 alongside book trawls to look at the progress in Writing.
- * Early Writing Skills will be a discussion point during Co-operative English Meetings throughout the year.
- * Writing interventions will continue for identified children next term – these children have been identified through the use of RAW data and class data stories.

Data Story comments from Teachers

Highlights

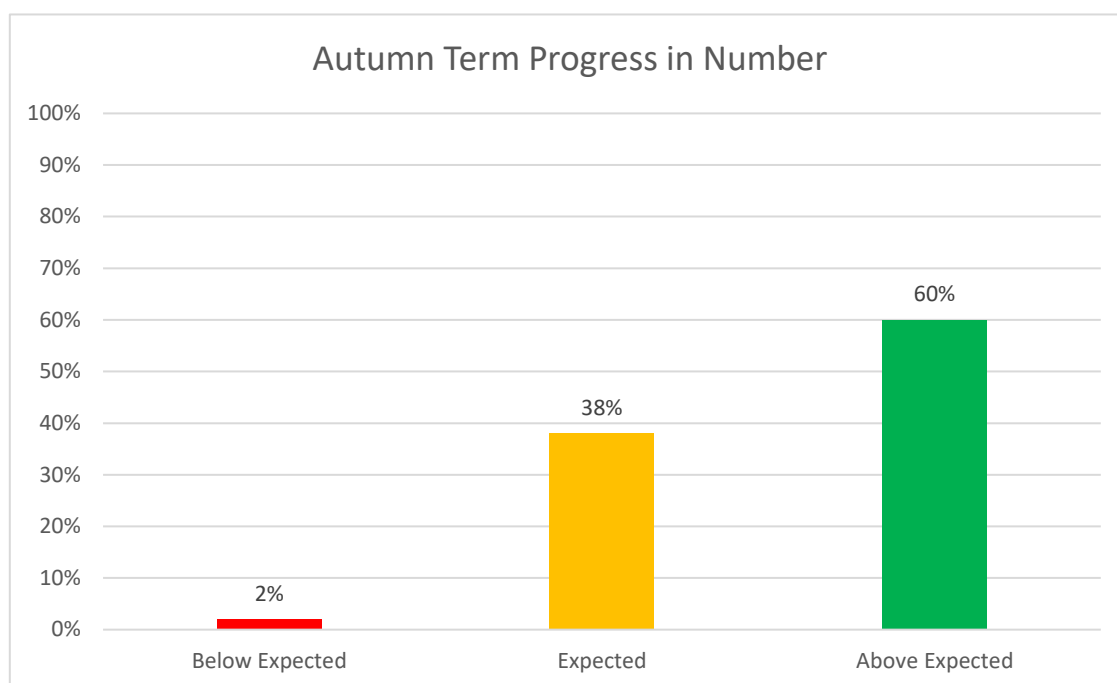
- * Use of engaging story books linked to the whole school topic to hook the children in.
- * Repetition of the same story for the half term has supported writing development.
- * Use of colourful semantics to structure and build sentences. This is also helping them with letter formation and phonics within their writing.
- * A wide range of scaffolding is used across the Pathways to support all children to make progress in the area of writing
- * The use of Talk for Writing across many classes in the Woodlands Pathway has supported writing development
- * The use of Writedance has supported the development of Early Writing Skills across many of the Seedlings and Orchard Pathway classes.
- * Intensive Interaction is supporting the progress of children and allowing them to attend and focus on a wider range of learning activities.
- * Using the interests of the individual children to support engagement in writing.
- * Writing is also developed during Word Time session which is supporting word building and letter formation.
- * Sensory mark making opportunities engage the children
- * Use of SEN strategies such as Now & Next to support children to complete writing activities

Barriers

- * Fine motor skills of some children is a barrier when writing – they know more than they can showcase
- * Lack of engagement or interest in the purpose of writing – needing lots of support and prompting
- * The need for lots of sensory opportunities to support engagement and participation in writing

Autumn Term Progress Analysis

Number



Highlights

- * 95% of children are working at Expected or Above in Number this term.
- * 100% of children working within the DEP Framework at the End of KS1 are working at Expected and Above in Number this term. 78% of these children were working within the Early Skills Framework or were assessed against Development Matters last academic year.
- * 100% of children working within the DEP Framework at the End of KS2 are working at Expected and Above in Number this term. 59% of these children are working at Above Expected progress at the end of the Autumn Term and are spread across many of the Woodlands Classrooms.
- * The 2% of children working at Below Expected equates to two children. One child was assessed against the Development Matters Framework last academic year due to age and stage. The other child shows as regression within the DEP Framework for Number. After conversations and reviewing the evidence with a class teacher we could not be secure in some of the progress recorded last academic year. To ensure we can fill in the gaps to the child's learning we altered the data to reflect the learning. This individual will be monitored at the data point in the Spring Term.
- * Each Pathway Lead is now responsible for the teaching and learning of Maths within their own Pathway overseen by KGr as whole school Maths Lead.
- * Each Pathway has a priority for Maths written in an Action Plan for this academic year.
- * Maths Drop ins were completed in the Autumn term alongside the new Maths Leads for each of the Pathways – The 3 I's document reflect the teaching and learning taking place within each Pathway. The learning in each Pathway was planned and progressive supporting the needs of the individual children. Evidence in books, on EFL and within Orchard Assessment shows progress over time and next steps of learning identified if appropriate.
- * The Maths overview for Woodlands Pathway continues to ensure coverage and embed concepts. The link of maths to the whole school topic makes the subject functional and gives context to the learning through a range of practical and hands on learning e.g. Money during Victorian Christmas Fayre.

- * Sing and Solve is being resourced and used across the Seedling and Orchard Pathway to support the children with number recognition, counting and simple calculations through the use of number rhymes, counting songs and objects of reference.
- * Interventions have taken place this term for 5 children within Number. All of the children are now working at Expected or Above Expected progress at the Autumn Term data point.

Areas for Development

- * Seedlings Pathway – To embed the use of the Sing and Solve intervention for development of Early Maths Skills across the Pathway, supporting staff with delivery and evidencing progress.
- * Orchard Pathway - To further develop the area of Learning and Problem Solving to ensure purposeful and engaging activities are provided to support early maths development in line with the individual targets of the children.
- * Woodlands Pathway – To gain knowledge and understanding of the Maths Curriculum across the Woodlands Pathway within Number, Calculations and Shape, Space and Measure.

Next Steps for the Spring Term

- * KGr to work closely with the Math Leads within each Pathway to ensure Maths continues to develop.
- * Maths Peer Review will take place on 30th January 2024 – Maths Leads from the Co-operative Trust Schools will support DEP and give constructive feedback regarding our Maths Provision across the school.
- * Maths interventions will continue for identified children next term – these children have been identified through the use of RAW data and class data stories.

Data Story comments from Teachers

Highlights

- * Teacher confidence is apparent in this area of the Curriculum
- * Teachers are confident and use the DEP Framework to support the learning and identify gaps in the children's development.
- * Use of Sing & Solve, number rhymes, counting songs and exploration of mathematical play/experiences support children's Early Maths development.
- * Intensive Interaction is supporting the progress of children and allowing them to attend and focus on a wider range of learning activities.
- * Teaching is progressive and adapted to suit the needs and next steps of all children.
- * The Orchard Pathway has assessed the children and develops their half termly targets by building on their previous knowledge and identifies the most appropriate next step based on the individual child.
- * Use of physical resources and practical learning opportunities engages the children within the area of Maths.
- * The Maths overview supports the curriculum coverage and breadth of study
- * Use of purposeful continuous provision within maths to support the early development of number

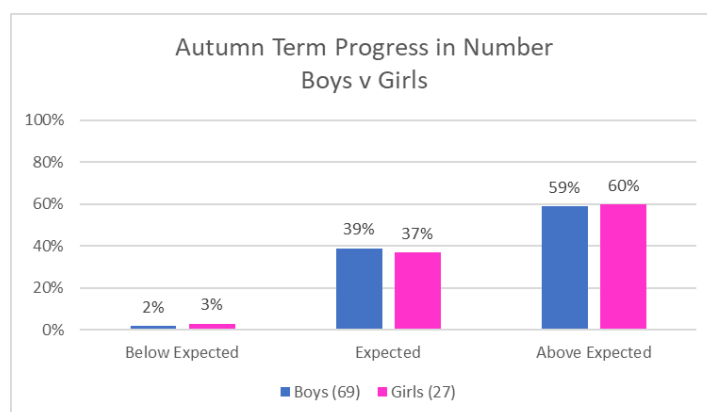
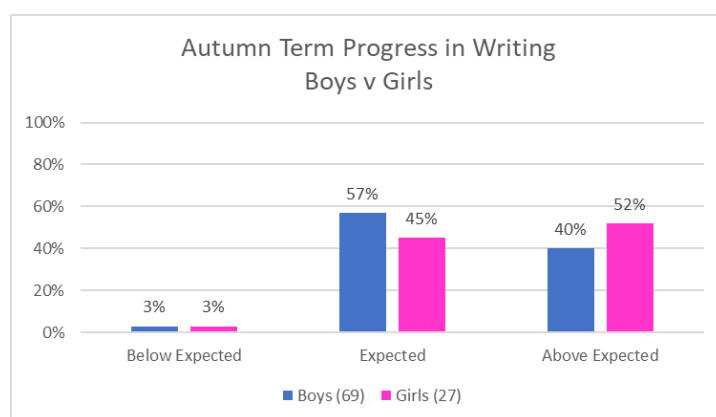
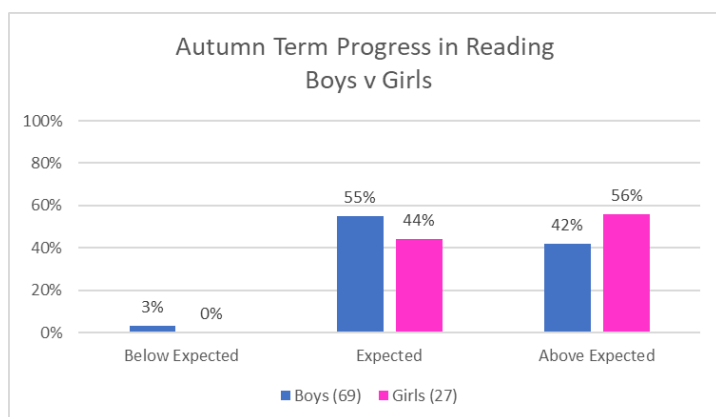
Barriers

- * Some children lack confidence in Maths and can become upset or emotional during sessions. Teachers spend the time supporting and building their confidence and self-esteem.

- * The need to make maths functional and part of everyday life so that early maths skills can be built upon and developed.

Analysis of Boys v Girls at Autumn Term Data Point

Reading, Writing and Number

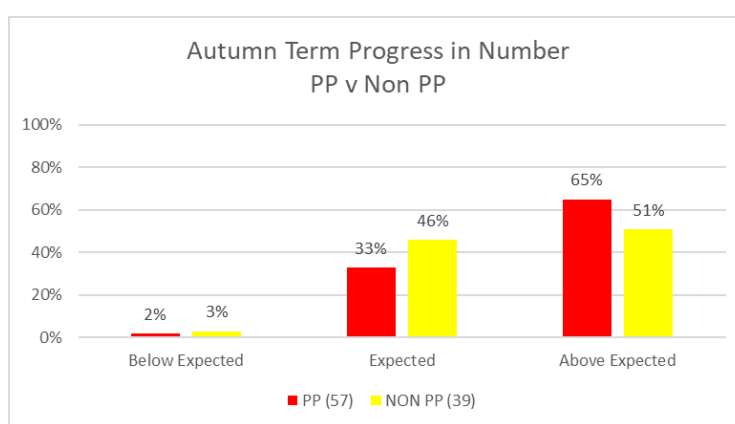
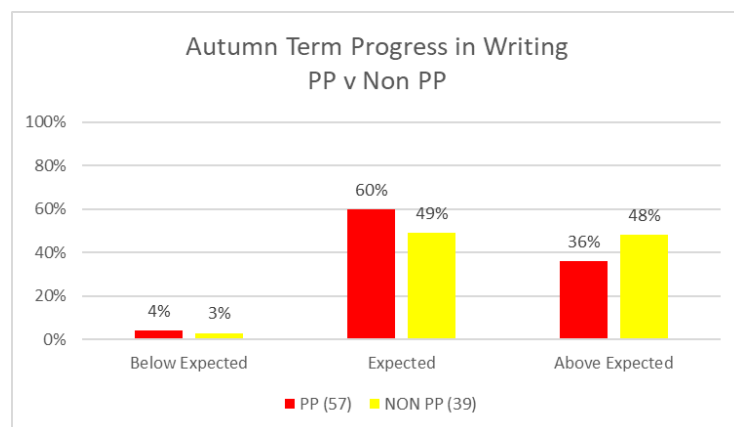
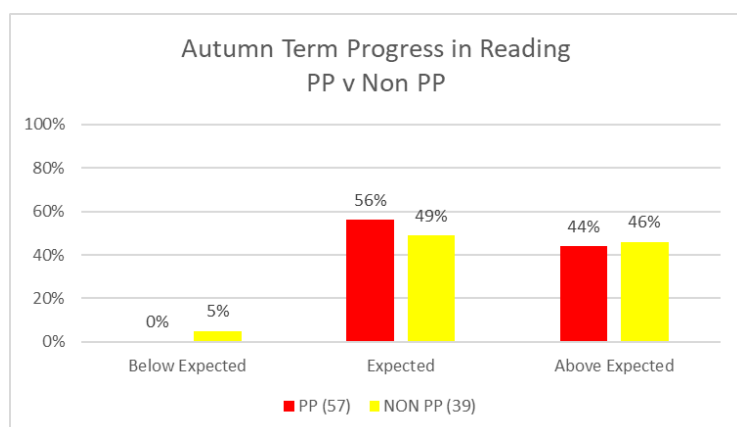


Overall Analysis

- * At the Autumn Term Data point girls are slightly outperforming boys in all areas of Reading, Writing and Number.
- * The biggest difference between girls and boys progression is in Reading and Writing. They are comparable in Number.
- * We have significantly more boys than girls working on the DEP Framework for Reading, Writing and Number. Of the cohort, 72% are boys compared to 28% of which, are girls.
- * 100% of girls are working at Expected or Above in Reading compared to 97% of boys.
- * 97% of girls and boys are working at Expected or Above in Writing this term. However, the difference between girls and boys working at Above Expected is 12%.
- * 98% of boys are working at Expected or Above in Number compared to 97% of girls.
- * Girls show the highest percentage of children working at Below Expected in Number. Boys have the same percentage of children working at Below Expected in both reading and Writing. This is a small percentage and is therefore not a concern at this point in the academic year.
- * Above Expected in Reading; girls outperform boys by 14%
- * Above Expected in Writing; girls outperform boys by 12%
- * Above Expected in Number; girls continue to outperform boys but by only 1%
- * There are no trends or concerns in terms of gender.

Analysis to Pupil Premium v Non Pupil Premium at Autumn Term Data Point

Reading, Writing and Number

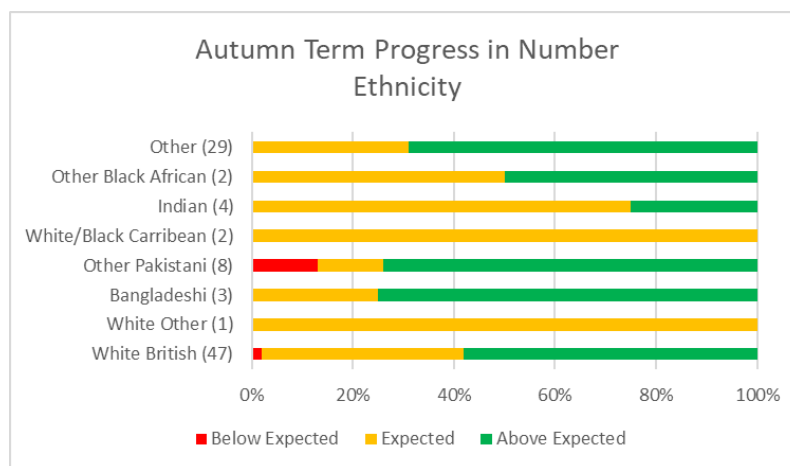
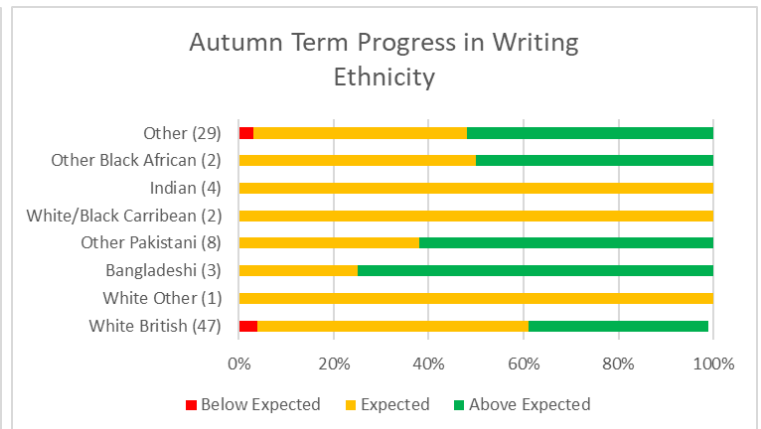
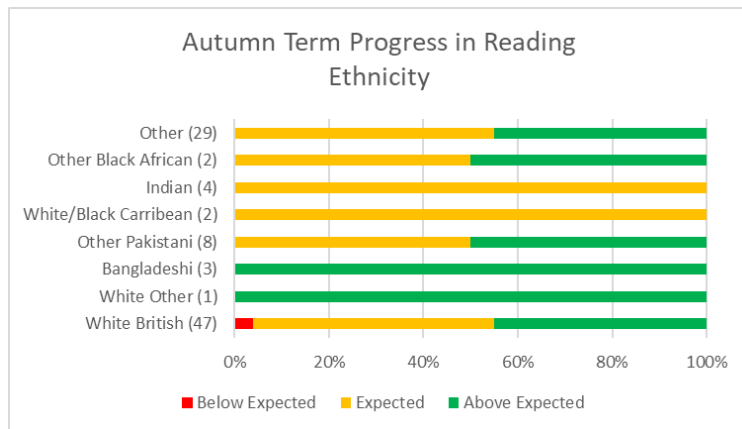


Overall Analysis

- * We have more Pupil Premium than Non-Pupil Premium children working within the DEP Framework. Of the cohort, 59% of children are considered Pupil Premium compared to 41% that are Non-Pupil Premium.
- * At the Autumn Term data point Non-Pupil Premium children have the highest percentage of children working at Below Expected across Reading, Writing and Number.
- * Non-Pupil Premium children are slightly outperforming Pupil-Premium children in the Above Expected bracket for Reading and Writing. However, this is not the case within Number.
- * Writing has the most children working at Below Expected regardless of their Pupil Premium or Non-Pupil Premium status. This data is consistent with the subject area and is therefore is not linked to their Pupil Premium status.
- * Interventions for Pupil Premium Children this term have included; Jo Jingles, Music Therapy, Forest School, Play Therapy, CBT, SALT, Computing and 1:1 academic intervention in English and Maths identified from teacher feedback and performance at the start of this academic year. This can be looked at further in the Pupil Premium Report on the school website.
- * Further interventions will begin in the Spring Term as a result of the data for English and Maths this term.
- * Individual analysis and impact has been completed for those children that have received the interventions during the Autumn Term.
- * At this point there are no trends or concerns around Pupil Premium and Non-pupil premium children at DEP.

Analysis of Ethnicity at Autumn Term Data Point

Reading, Writing and Number



Overall Analysis

- * In Reading all children are working within Expected and Above with only a small percentage of children in the White British category working at Below Expected. White British is our largest category. This small number of children were working on Development Matters and the Early Skills Framework last academic year and have therefore made good progress. They will be monitored at the Spring term data point.
- * Writing has two ethnic groups with children working Below Expected these are Other and White British. This is still a small number of children. One child was working on Development Matters last academic year and has made good progress to move to the DEP Framework for Writing. One child has received a half term of English 1:1 weekly intervention and has made small steps of progress. Another child has missed a lot of school through illness and hospital admission and will receive English Intervention next term. Their progress will continue to be monitored.
- * Number also has two ethnic groups with children working Below Expected these are Other Pakistani and White British. This equates to two children and they have been identified for Number 1:1 weekly Intervention that will begin in the Spring Term.
- * White British is the ethnic group that shows a small number of children working Below Expected across all the areas of; reading, writing and number. This is expected as it is our largest ethnic group at DEP.
- * White and Black Caribbean is identified as having the most children working at Expected across all areas of English and Maths. This is a small number of children that will be monitored at the Spring Term data point.

- * There are no concerns or other trends in any of the ethnicity groupings at the Autumn Term Data point.

Termly Data Analysis Report

Early Skills Frameworks

Reading, Writing and Number

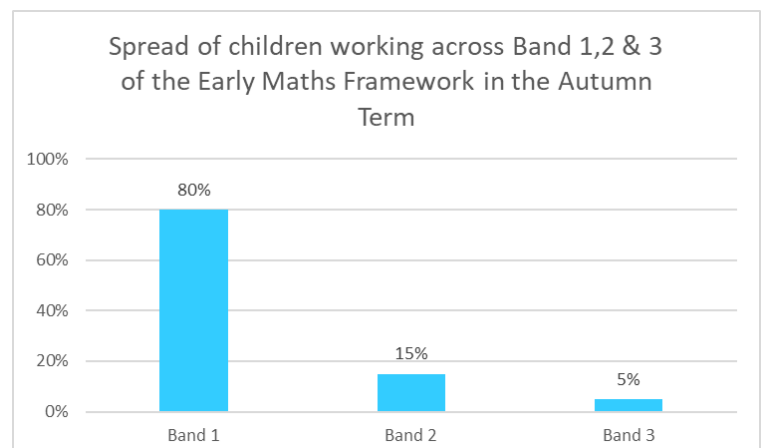
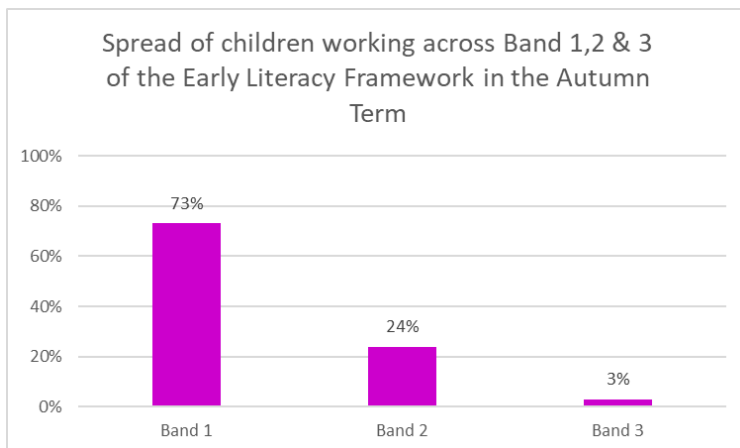
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Autumn Term 2023-24

Kate Gray – Assessment Lead

Analysis of the Early Skills Frameworks for Reading, Writing and Number during the Autumn Term



The Early Skills Framework was developed last academic year and was introduced at the beginning of this year 2023-24. It was further developed to ensure it met the needs of children with the introduction and development of the Curriculum Pathways. This Framework supports the children identified as working within the Engagement Model or below the Pre-Key Stage Standards. This academic year we have 29% of our cohort working across this Framework.

Teachers were asked to Baseline children on the Framework at the start of the year. The graphs above show the spread of children on the Early Literacy and Early Maths Framework and the Bands in which they are working within.

At the Spring Term Data Point I will be able to analyse the progress of the children and the movement between the Bands. At this point we do not have a Flightpath to know what is Expected Progress but this will be developed in future. Through the use of individual monitoring, analysis and data stories we are able to support children to make further progress across these areas of their curriculum.

Data Story Comments from Teachers:

- * Intensive interaction has supported the children to access more learning opportunities across their different curriculum
- * Attention Autism has support children to engage and focus on a wider range of both early literacy and maths activities.
- * Use of Sing and Solve, number and counting songs has supported the children with engagement into early maths development.
- * Exploration of a wider range of learning opportunities link to literacy and maths has supported children to progress in small steps that can be captured on the Early Skills Frameworks.
- * Use of sensory activities and exploratory play to engage pupils across the curriculum.
- * Developing and building trusting relationships with the children has allowed further academic development for some harder to reach children.
- * The use of continuous provision opportunities linked to the learning focus supports engagement and independence as well as the development of early literacy and maths skills.

Next Steps with Early Skills:

- * To further develop the assessment system to ensure it is giving robust and accurate data and can monitor the progress for all children.
- * Moderate the evidence against the Framework to ensure accurate and robust teacher judgements.

Termly Data Analysis Report

'DEP Adapted' Development Matters Analysis

Bunnies

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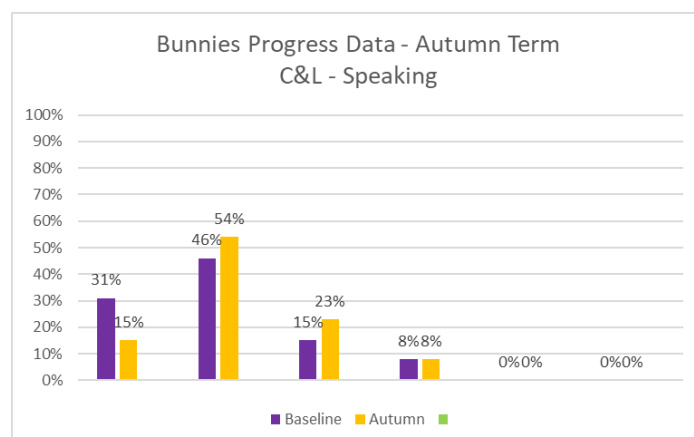
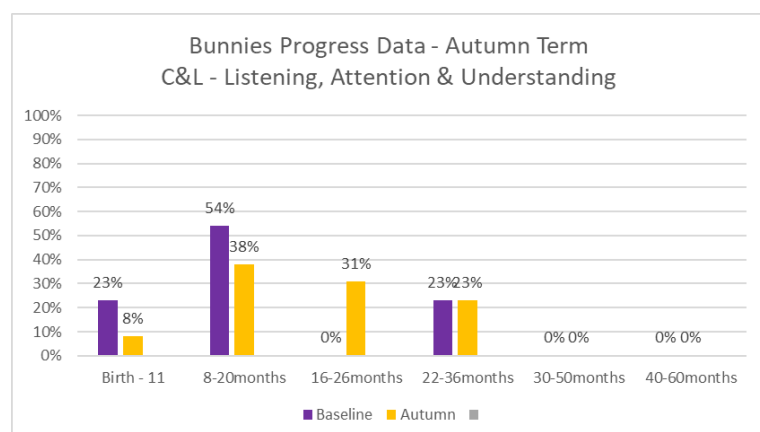


Autumn Term 2023-24

Kate Gray – Assessment Lead

Analysis of Bunnies Progress Data

Communication and Language; Listening, Attention & Understanding and Speaking

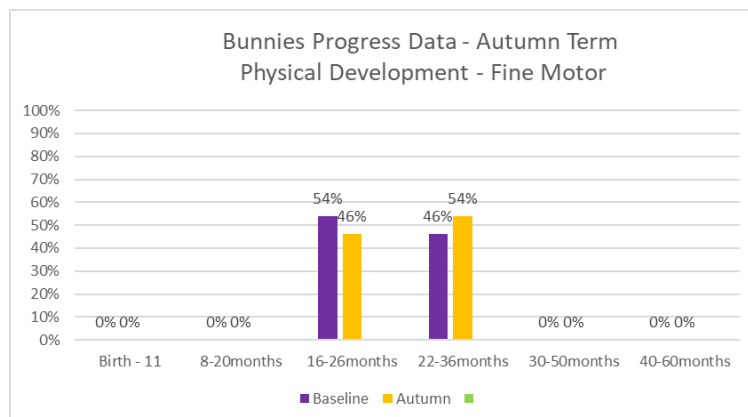
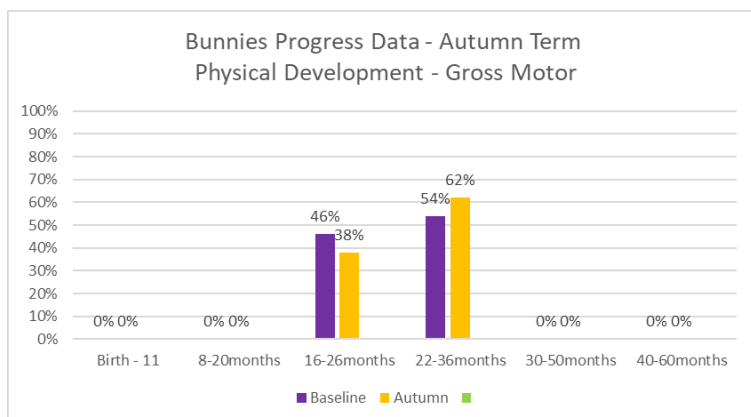


Overall Analysis

- * Children perform well across many aspects of Communication and Language and progress is visible from Baseline to Autumn in all areas.
- * Children have made the most progress in Listening, Attention and Understanding.
- * Children have made progress in the 'Speaking' aspect of Development Matters. 31% of children were working at birth-11 months at Baseline compared to 15% at the Autumn Term data point.
- * Communication and Language is a prime area within this classroom and Pathway. Many of the children are now settled into the classroom and have become more confident around the environment and with the class staff.
- * Class staff report that the children have made progress in many areas of Communication and Language. Children are participating in daily circle time opportunities and regular routines e.g. songs and sessions.
- * Many children are now attending the circle time with some support. They are tuning into and taking part in songs, playing listening and attention games and participating in Attention Autism sessions with more engagement.
- * Intensive Interaction is also encouraging children to engage and communicate using gesture, actions and eye contact.
- * PECs and symbols are used to support the children with communication of their needs and wants.
- * 1:1 Speech and Language time is targeted to individual children and their needs.
- * It is often difficult to assess the children against Development Matters as it does not consider the children who are non-verbal making it difficult to enable the children to progress through the bands. We are aware of this and the Class Data Story and EFL supports the progress that has been made for individual pupils.

Analysis of Bunnies Progress Data

Physical Development; Gross Motor and Fine Motor

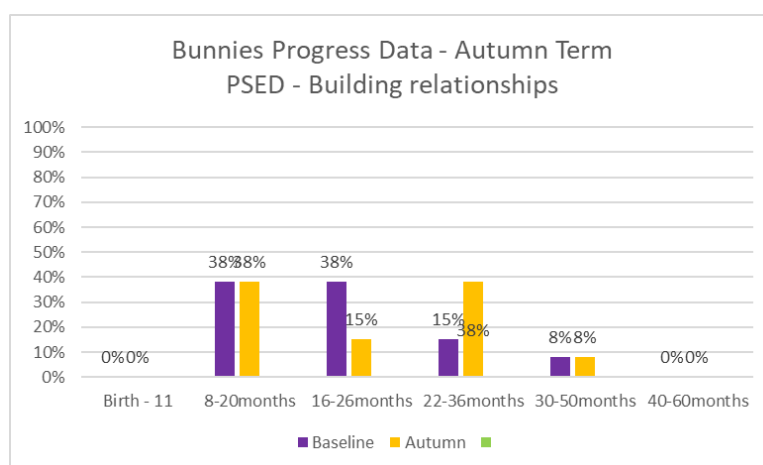
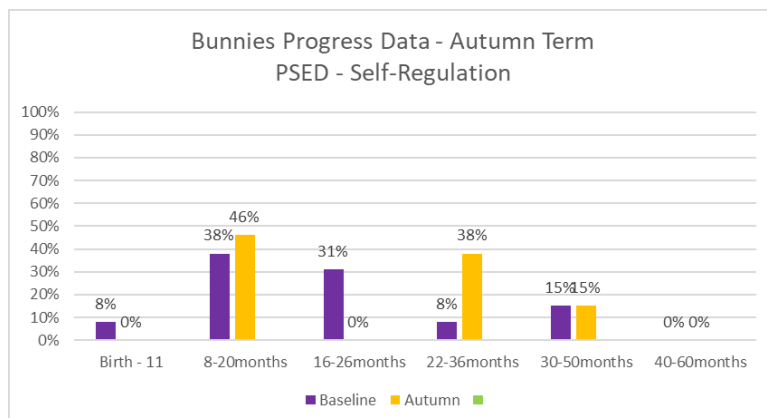
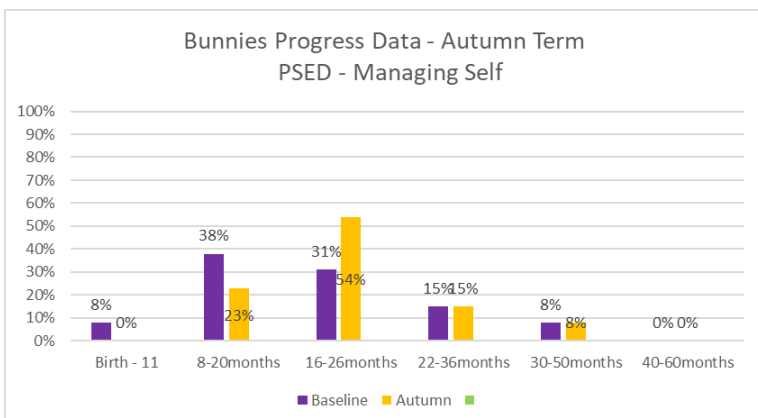


Overall Analysis

- * Physical development for both Gross and Fine Motor skills are within two brackets at both Baseline and Autumn Term data point – 16-26 months and 22-36 months.
- * The class has dedicated timetabling for Physical development. The Theralympics programme is used for all children and class staff are aware of the targets for individual children to work on. They work on these targets throughout all aspects of their curriculum.
- * Sensory and Physical Circuits are used weekly to encourage children to explore activities and further develop their gross motor skills inside and outside of the classroom.
- * The teacher reports that some children are more confident when accessing Soft Play, Physical Sensor Circuits and Theralympics which has enabled them to make good progress.
- * Some children are now joining in with fine motor activities more willingly such as creating with materials and mark making.
- * The children identified a making less progress are struggling to engage with the adults and will not tolerate adults providing physical prompts such as hand over hand. These children are working on intensive interaction opportunities to encourage them to respond and build trusting relationships with familiar adults.
- * The data for both Gross and Fine Motor development is comparable with children making marginal more progress in the Gross Motor skills.

Analysis of Bunnies Progress Data

PSED; Managing Self, Self-Regulation and Building Relationships



Overall Analysis

- * Children have made good progress across all aspects of Personal, Social and Emotional Development.
- * Children have now settled into school, are familiar with the adults and routines within the classroom and have begun to build relationships and understand expectations.
- * The teacher reports that many children have built positive relationships with adults and this has enabled them to make progress in the area of PSED. Many children are now developing friendships and their play skills alongside each other.
- * Children are being more co-operative with activities such as dress and undressing due to building positive trusting relationships and are able to self-regulate due to daily consistent use of structure and routines.
- * Intensive interactions have again enabled progress in this area of learning. Children are giving more eye contact and responding to their surroundings.
- * Some children are still very self-directed which has restricted their progress in this area of learning. These children have regular opportunities for intensive interaction, encouraging them to engage and further developing positive relationships with the familiar adults in the environment.